# Bring Back the UNI

## Uniqueness

#### College enrollment is high now and on the rise

**Kovacs 16’** Kovacs, Kasia- She is a graduate student at the University of Missouri, where she’s studying investigative journalism. The State of Undergraduate Education. Inside Higher Ed, 22 Sept. 2016, [www.insidehighered.com/news/2016/09/22/more-people-enroll-college-even-rising-price-tag-report-finds](http://www.insidehighered.com/news/2016/09/22/more-people-enroll-college-even-rising-price-tag-report-finds).

**More Americans are attending college than ever before** -- nearly **90 percent of millennials** who graduate **from high school attend college within eight years.** But a far smaller proportion of Americans actually have a college degree: only 40 percent of students complete a bachelor’s degree in four years and 60 percent graduate in six years. At two-year colleges, 29 percent of students graduate in three years. Those are the findings of a report released Thursday morning by the Commission on the Future of Undergraduate Education, an initiative from the American Academy of Arts and Sciences begun last November. The commission was tasked with assessing the future undergraduate education by analyzing facts and data rather than relying on anecdotes, and it was funded with $2.2 million from the Carnegie Corporation of New York. “Our ambition is to help the American population, the American people, to appreciate what college education means now in the United States, which is something much broader and more complex than what a number of us might have thought a few years ago,” said Michael McPherson, co-chair of the committee and president of the Spencer Foundation. The committee's first report, "The Primer on the College Student Journey," examines the current state of undergraduate education, compiling numbers on everything from college preparedness to student loans and providing some analysis. The data comes from a range of sources, including the National Center for Education Statistics, along with think tanks, nonprofits and academic studies. “From an early point, it was agreed that an important thing to do was get a baseline for the state of undergraduate education so we could get a common set of facts,” said McPherson. This report will inform the committee’s work moving forward, and the committee plans to publish another report next summer on the state of higher education for the next 20-25 years. The report published this morning is also a trove of data on higher education. Among the takeaways from the report When it comes to college attainment, gender matters. In 2015, **50 percent of women** aged 25-29 **had** a **bachelor’s degree**; 41 percent of men did. Race and ethnicity matter, too. **Nearly three-fourths** (72 percent) **of Asian students** aged 25-29 had **earned an associate degree or higher.** That percentage was much higher than for white (54 percent), **black (31 percent) and Hispanic students (27 percent).** Many high school graduates are unprepared for college; half must take remedial classes. Remedial classes don’t always work, though -- just 28 percent of two-year college students who took these courses actually earned a degree in 8.5 years. Students are borrowing more. In 2000, about 50 percent of students took out loans; that number had increased 10 percentage points by 2012. A small number of college graduates default on their loans -- 9 percent. But many more people default if they attended college and did not graduate -- 24 percent. That is why “borrowers at greatest risk of defaulting are typically those who take out the smallest loan amounts,” the report said.

## Link

#### Conscription into service disincentivizes college education

**Keller 09’** Keller, Katarina, et al. Does Military Draft Discourage Enrollment in Higher Education? Evidence from OECD Countries. IZA, Sept. 2009, ftp.iza.org/dp4399.pdf.

**Compulsory** military **service** and other types of mandatory civil or social service force young men – and sometimes women – to serve in the army or selected institutions in the civilian sector for a certain amount of time. Draft spells are typically issued when individuals are between 18 and 25 years, i.e., in a period of life that young adults typically spend studying, in vocational training, or gathering first experiences on the job. Being called to service **interrupts** or postpones this **process of human capital** **accumulation**, and given that they mark an important discontinuity in individual life cycles, military or alternative service may also go along with substantial anticipatory effects on young adults for their demand for education. In this paper, we analyze the impact of military conscription on the demand for higher education in OECD countries over the period from 1965 to 2000.1 Military recruitment practices vary considerably within this group of countries and over time: a few countries (e.g., the UK, Canada, New Zealand, and Japan) have had professional armies throughout the full period while several others have constantly relied on military conscription (e.g., Germany, Austria, and Turkey). Other countries (e.g., the US, Belgium and the Netherlands) changed their recruitment scheme between 1965 and 2000, switching from a draft system to a professional army. In particular, the years after the end of the Cold War saw a wave of European OECD countries (including France, Spain, and Italy) abolishing military conscription; some more countries are currently debating such a change. Yet, still 15 current OECD countries are using conscription, with the duration of the draft ranging from 4 to 18.5 months.2 **Military service** diminishes the individual returns to human capital. If military service **interrupts studies**, **it will take a longer time to complete higher education.** In addition, previously acquired skills and knowledge may depreciate during military service, and their recovery would require extra education. Finally, military service shortens the active period on the job one has chosen. All **these effects can be expected to reduce the amount of education** (in particular, of post-secondary schooling) that a student desires to obtain. In some instances, there may be a partially offsetting effect if university enrollment provides an opportunity to postpone and possibly avoid being drafted (see below). Yet, prima facie empirical evidence suggests that the **use of conscription is associated with lower enrollment rates in higher education.** For 22 OECD-countries, Table 1 reports separately for countries with and without military draft, the average shares of people at college age that were actually participating in tertiary education. While the enrollment rate increased considerably everywhere, **countries with conscription exhibit consistently lower rates of higher education enrollment** (the difference amounted to more than 15 percentage points in the mid-1990s). These education gaps are the object of our study.

## I/Link

#### College enrollment is k2 econ development

**Hitlen 15’** Hilten, Lucy Goodchild. “Higher Education Is Key to Economic Development (but It's Not as Simple as You Think).” Elsevier, July 2015, [www.elsevier.com/atlas/story/people/higher-education-is-key-to-economic-development](http://www.elsevier.com/atlas/story/people/higher-education-is-key-to-economic-development).

Until recently, the focus was on primary education, since more people can be reached with the same investment. However, since 2000 there has been an increasing understanding that **higher education plays a key role in economic development.** The study, funded by the South African Department of Higher Education and Training, proposes a new way of looking at the relationship between higher education and economic development. **The widely adopted** human capital **view is** that **higher education increases skill and knowledge and results in higher income.** But the researchers behind the new study say many more things need to be taken into consideration: geography, sectors, available skills and education systems and networks of companies are all important factors. “**Development is** actually deeply **contextualized**, it’s deeply **based in particular sectors**, in particular skillsets, in particular firms, in particular countries,” said Dr. McGrath. “There’s got to be a focus on how you build the capability in those spaces to do those things, not just thinking it’s a simple case of investing in education and leaving it to the markets. That will only do so much.” The team looked at case study sectors in South Africa on three levels – primary (sugarcane farming), secondary (automotive) and tertiary (astronomy) – to see what factors account for the effect education has on the economy in each case. They conducted background research on aspects like the value chains, employment patterns and policy frameworks associated with each sector. They then mapped out all the actors involved and interviewed them to find out more about the skills and strategies needed in each sector. They also interviewed all universities in the region. The case studies highlighted the importance of geography: for the automotive industry, South Africa’s location is not conducive to rapid growth, since surrounding countries are not well equipped for the market. However, for astronomy, the country won a large international research project because of the clear sky in rural areas that are within close proximity to Cape Town, a world city. “Higher education will continue to play a key role in economic development,” said Dr. McGrath. “As we start working towards the new Sustainable Development Goals, **we will need professionals across all sectors – doctors, teachers and engineers will be vital to our future success, and education is central to producing those professionals.”**

#### Modern day workforce demands a college education

**Bergeron and Martin 15’** David A. Bergeron and Carmel Martin. “Strengthening Our Economy Through College for All.”Center for American Progress, 19 Sept. 2015, www.americanprogress.org/issues/education/reports/2015/02/19/105522/strengthening-our-economy-through-college-for-all/.

**The nation’s econ**omy **demand**s that **workers possess increasing levels of knowledge**, skills, and abilities that are **best acquired through postsecondary education**. **Without workers who have the** right **foundations**, the United States will lose ground to countries that have prepared better for the demands of the 21st century workforce and, ultimately, the **U**nited **S**tates **econ**omy and security **will be jeopardized.** It is time for a new plan—what CAP calls College for All—to ensure that Americans are prepared to meet the demands of the new global economy. On January 9, President Barack Obama announced a plan that would go a long way toward making this goal a reality by making community college free for nearly all students. In a recent report, the Commission on Inclusive Prosperity called for taking even more aggressive action to ensure that every American has access to two-year or four-year programs of postsecondary education. Under this College for All proposal, the federal government would ensure that any student attending public college or university would not be asked to pay any tuition and fees during enrollment. Students and families will not need to complete the Free Application for Federal Student Aid to receive support from the federal government. Students who achieve significant economic gains from the education they receive would repay some or all of the funds provided through the tax system. A recent study by Georgetown University’s Center on Education and the Workforce found that at current levels of production, the U.S. economy will have a shortfall of 5 million college-educated workers by 2020. This gap is unsurprising. **By 2020, 65 percent of all jobs will require bachelor’s or associate’s degrees or some other education beyond high school**, particularly in the fastest growing occupations—science, technology, engineering, mathematics, health care, and community service. Although the U.S. economy is demanding workers with increasing levels of education beyond high school, the postsecondary educational attainment rate has changed very little over the past decade, while other countries have made more significant gains in postsecondary educational attainment. Adults in the United States between the ages of 55 and 64 are the third most educated among the 34 Organization for Economic Co-operation and Development, or OECD, countries that are competitors for future jobs. Meanwhile, young adults in the United States ranked 10th in terms of their rate of postsecondary education credentials among OECD peers.

## Impact

#### Econ decline causes extinction

**Harris and Burrows 9’** PhD European History @ Cambridge, counselor in the National Intelligence Council (NIC) & member of the NIC’s Long Range Analysis Unit Mathew, and Jennifer “Revisiting the Future: Geopolitical Effects of the Financial Crisis” <http://www.ciaonet.org/journals/twq/v32i2/f_0016178_13952.pdf> counselor in the National Intelligence Council, the principal drafter of Global Trends 2025, \*\*member of the NIC’s Long Range Analysis Unit “Revisiting the Future: Geopolitical Effects of the Financial Crisis”, Washington Quarterly, <http://www.twq.com/09april/docs/09apr_burrows.pdf)>

Increased Potential for Global Conflict Of course, the report encompasses more than economics and indeed believes the future is likely to be the result of a number of intersecting and interlocking forces. With so many possible permutations of outcomes, each with ample Revisiting the Future opportunity for unintended consequences, there is a growing sense of insecurity. Even so, history may be more instructive than ever. While we continue to believe that the **Great Depression** is not likely to be repeated, the **lessons** to be drawn from that period **include** the **harmful effects on fledgling democracies** and multiethnic societies (think Central Europe in 1920s and 1930s) **and** on **the sustainability of multilateral institutions** (think League of Nations in the same period). There is no reason to think that this would not be true in the twenty-first as much as in the twentieth century. For that reason, the ways in which the **potential for greater conflict could grow** would seem to be even more apt **in a** constantly **volatile economic environment** as they would be if change would be steadier. In surveying those risks, the report stressed the likelihood that terrorism and nonproliferation will remain priorities even as resource issues move up on the international agenda. Terrorism’s appeal will decline if economic growth continues in the Middle East and youth unemployment is reduced. For those terrorist groups that remain active in 2025, however, the diffusion of technologies and scientific knowledge will place some of the world’s most dangerous capabilities within their reach. **Terrorist groups** in 2025 **will** likely be a combination of descendants of long established groups\_inheriting organizational structures, command and control processes, and training procedures necessary to conduct sophisticated attacks\_and newly emergent collections of the angry and disenfranchised that **become** self**-radicalized,** particularly in the absence of economic outlets that would become narrower in an economic downturn. The most dangerous casualty of any economically-induced drawdown of U.S. military presence would almost certainly be the Middle East. Although Iran’s acquisition of nuclear weapons is not inevitable, **worries** about a nuclear-armed Iran could **lead states** in the region **to** develop new security arrangements with external powers, acquire additional weapons, and **consider pursuing** their own **nuclear ambitions**. It is not clear that the type of stable deterrent relationship that existed between the great powers for most of the Cold War would emerge naturally in the Middle East with a nuclear Iran. Episodes of low intensity **conflict** and terrorism taking place under a nuclear umbrella **could lead to** an unintended **escalation** and broader conflict if clear red lines between those states involved are not well established. The **close proximity of potential nuclear rivals** combined with underdeveloped surveillance capabilities and mobile dual-capable Iranian missile systems also **will produce inherent difficulties in** achieving reliable indications and **warning** of an impending nuclear attack. The lack of strategic depth in neighboring states like Israel, **short warning and missile flight times**, and uncertainty of Iranian intentions may **place** more **focus on preemption** rather than defense, potentially **leading to escalating crises**. 36 Types of **conflict** that the world continues to experience, such as **over resources, could reemerge,** particularly if **protectionism grows** and **there is a resort to neo-mercantilist practices. Perceptions** of renewed energy scarcity will drive countries to take actions to assure their future access to energy supplies. In the worst case, this **could result in interstate conflicts** if government leaders deem assured access to energy resources, for example, to be essential for maintaining domestic stability and the survival of their regime. Even actions short of war, however, will have important geopolitical implications. Maritime security concerns are providing a rationale for naval buildups and modernization efforts, such as China’s and India’s development of blue water naval capabilities. If the **fiscal stimulus focus** for these countries indeed turns inward, one of the most obvious **funding** targets **may be military. Buildup of regional** naval **capabilities could lead** to increased tensions, rivalries, and **counterbalancing** moves, but it also will create opportunities for multinational cooperation in protecting critical sea lanes. With water also becoming scarcer in Asia and the Middle East, **cooperation** to manage changing water resources **is likely to be increasingly difficult** both within and between states **in a more dog-eat-dog world.**

# Bring Back the UNI V2

## Uniqueness

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**Compulsory** military **service** and other types of mandatory civil or social service force young men – and sometimes women – to serve in the army or selected institutions in the civilian sector for a certain amount of time. Draft spells are typically issued when individuals are between 18 and 25 years, i.e., in a period of life that young adults typically spend studying, in vocational training, or gathering first experiences on the job. Being called to service **interrupts** or postpones this **process of human capital** **accumulation**, and given that they mark an important discontinuity in individual life cycles, military or alternative service may also go along with substantial anticipatory effects on young adults for their demand for education. In this paper, we analyze the impact of military conscription on the demand for higher education in OECD countries over the period from 1965 to 2000.1 Military recruitment practices vary considerably within this group of countries and over time: a few countries (e.g., the UK, Canada, New Zealand, and Japan) have had professional armies throughout the full period while several others have constantly relied on military conscription (e.g., Germany, Austria, and Turkey). Other countries (e.g., the US, Belgium and the Netherlands) changed their recruitment scheme between 1965 and 2000, switching from a draft system to a professional army. In particular, the years after the end of the Cold War saw a wave of European OECD countries (including France, Spain, and Italy) abolishing military conscription; some more countries are currently debating such a change. Yet, still 15 current OECD countries are using conscription, with the duration of the draft ranging from 4 to 18.5 months.2 **Military service** diminishes the individual returns to human capital. If military service **interrupts studies**, **it will take a longer time to complete higher education.** In addition, previously acquired skills and knowledge may depreciate during military service, and their recovery would require extra education. Finally, military service shortens the active period on the job one has chosen. All **these effects can be expected to reduce the amount of education** (in particular, of post-secondary schooling) that a student desires to obtain. In some instances, there may be a partially offsetting effect if university enrollment provides an opportunity to postpone and possibly avoid being drafted (see below). Yet, prima facie empirical evidence suggests that the **use of conscription is associated with lower enrollment rates in higher education.** For 22 OECD-countries, Table 1 reports separately for countries with and without military draft, the average shares of people at college age that were actually participating in tertiary education. While the enrollment rate increased considerably everywhere, **countries with conscription exhibit consistently lower rates of higher education enrollment** (the difference amounted to more than 15 percentage points in the mid-1990s). These education gaps are the object of our study.

## I/Link

#### College enrollment is k2 fighting climate change

**Moyer 15’** Moyer, Ellen. “Colleges and Universities Answer the Call on Climate Change.” The Huffington Post, TheHuffingtonPost.com, 27 Apr. 2015, www.huffingtonpost.com/ellen-moyer-phd/colleges-and-universities-answer-the-call-on-climate-change\_b\_7142230.html.

This spring is **anything but silent on** university **campuses when it comes to the issue of climate change.** Many **colleges and universities have been making powerful efforts to speak about the climate problem.** On March 26, Clark University in Massachusetts — a private institution with approximately 3300 undergraduate and graduate students — held a campus-wide teach-in on the topic of climate change. The event included 45 sessions organized into four tracks, two keynote speeches, “councils,” and a film festival. The 600 or so participants at the teach-in formed a diverse community who understand the gravity of climate change and care enough to do something about it. Professors and invited speakers led the sessions, most of which were followed by lively discussions among the participants. Students chose from a rich collection of sessions. Speakers approached climate change from a diverse array of disciplines — including physics, biology, chemistry, geology, geography, engineering, sociology, political science, business, international and community development, history, English, philosophy, psychology, and visual and performing arts. Climate scientist and Clark graduate Susanne Moser gave the first keynote speech, summarizing climate trends and urging the audience to take action. [Quoting](http://www.usatoday.com/story/news/nation-now/2013/12/05/nelson-mandela-quotes/3775255/) former South African President Nelson Mandela, “It always seems impossible until it’s done,” Moser provided numerous examples of humankind having achieved the “impossible” — such as defeating Hitler and putting a man on the moon. Because government action on climate change remains tepid, grassroots action is required, Moser said. Pennsylvania State University biology professor [Christopher Uhl](http://bio.psu.edu/directory/cfu1) gave the second speech, addressing the big-picture question “How can humans live in harmony with each other and with the Earth?” He spoke about the culture of separation — from our bodies, our feelings, and our true meaning and purpose; and from each other and from our Earth. Uhl proposed that the answer to climate change, as well as to other dire problems, lies in ending separation. The [councils](https://climatechangeteachin.wordpress.com/council/) — a forum unique to Clark and employed in [prior Clark programs](http://www.clarku.edu/higgins-school-of-humanities/initiatives/council-on-uncertain-human-future.cfm) — were small groups of students, faculty, and other teach-in participants. Participants came from diverse academic, social, and ethnic backgrounds and disagreed in many ways — for example, their outlook for the future ranged all the way from complete despair to hopeful confidence — yet the meetings were characterized by a sense of respect and unity. Participants sat in a circle and took turns speaking their thoughts and feelings about climate change. The councils provided a forum for genuine and heartfelt expression. The teach-in is not over. Discussions on campus are underway about ways Clark can build upon all that has been accomplished thus far and share with others outside the university. Clark offers suggestions about [how](https://climatechangeteachin.wordpress.com/organizing-2/) other universities can build their own climate change teach-ins. The day after the Clark teach-in, the University of Michigan (UM) began a two-day climate change [teach-in](http://sites.lsa.umich.edu/teach-in-50/), 50 years after the university hosted the country’s first teach-in on the war in Vietnam. The historic Vietnam teach-in became the seed for other teach-ins across the country, which led to massive demonstrations in Washington, D.C., which in turn led to the end of the war in Vietnam. This March’s climate change program provided an opportunity for people to learn, collaborate, and demand action on a different, divisive conflict: climate change. The UM teach-in included a rally, speeches, panels, open meetings, and brainstorming workshops. In recent years, many higher-ed institutions have hosted climate change teach-ins. For example, the University of Massachusetts at Lowell held its fifth annual climate change [teach-in](http://web.uml.edu/gallery/index.php/Events/Climate-Change-Teach-In-Oct-7-2014) in 2014. In 2008, more than 1,500 U.S. colleges, universities, schools, and community organizations held a student-organized climate change [teach-in](http://blogs.nature.com/climatefeedback/2008/02/largest_teachin_ever_focuses_u.html) that was billed as the largest teach-in ever. **Climate change teach-ins have been held** at the [University of Louisville](http://louisville.edu/uofltoday/campus-news/uofl-green-scene-climate-change-teach-in-be-a-climate-justice-super-hero), [Swarthmore College](http://www.swarthmore.edu/news-events/faculty-teach-climate-change-and-divestment), [LIU Brooklyn](http://liu.brooklyn.libguides.com/c.php?g=141040), [Winona State University](http://winonastatenews.com/6281/teach-in-focuses-on-climate-change/), [Colleges of the Fenway](http://www.colleges-fenway.org/events/climate-change-teach-in-2/), and [Roanoke College](https://brackety-ack.pages.roanoke.edu/2015/03/19/climate-change-teach-in/), to name a few. International examples include the First European Climate Teach-In Day 2009 and the World Climate Teach-In Day held in 2010. **Universities also engage in other sorts of climate change-related activities.** For example, on March 26, Antioch University New England (AUNE) in New Hampshire presented a [webinar](http://www.communityresilience-center.org/projects/weathering-change-webinar-series/) on climate change communication strategies. AUNE’s [Center](http://www.antiochne.edu/community/center-climate-preparedness-and-community-resilience/) for Climate Preparedness and Community Resilience, launched in 2014, partnered with the U.S. Environmental Protection Agency (EPA) to convene the Local Solutions: Northeast Climate Preparedness [Conference](http://www.antiochne.edu/innovation/climate-change-preparedness/). The Center’s mission is to prepare for, respond to, and recover from climate impacts through collaborative, innovative solutions, on a local, as well as national and international, scale.

## Impact

#### Environmental collapse threatens health and civilization collapse

**WHO 5’** (“Ecosystems and Human Well-being: Health Synthesis” [http://www.who.int/globalchange/ecosys tems/ecosysq1.pdf](http://www.who.int/globalchange/ecosys%20tems/ecosysq1.pdf))

In a fundamental sense, **ecosystems are the planet's life-support systems - for** the human species and **all** other **forms of life** (see Figure 1.1). The **needs of the human organism** for food, water, clean air, shelter and relative climatic constancy **are basic and unalterable.** That is, **ecosystems are essential to human well-being and especially to human health** – defined by the World Health Organization as a state of complete physical, mental and social well-being. Those who live in materially comfortable, urban environments commonly take for granted ecosystem services to health. They assume that good health derives from prudent consumer choices and behaviours, with access to good health care services. But this ignores the role of the natural environment: of the array of ecosystems that allow people to enjoy good health, social organization, economic activity, a built environment and life itself. **Historically, overexploitation of ecosystem services has led to the collapse of some societies (**SG3). There is an observable tendency for powerful **and wealthy societies eventually to overexploit, damage and even destroy their natural environmental support base.** The agricultural-based civilizations of Mesopotamia, the Indus Valley, the Mayans, and (on a micro-scale) Easter Island all provide well documented examples. **Industrial societies**, although in many cases more distant from the source of the ecosystem services on which they depend, may **reach similar limits**. **Resource consumption** in one location **can lead to degradation of ecosystem services** and associated health effects **in other parts of the world** (SG3). At its most fundamental level of analysis, the pressure on ecosystems can be conceptualized as a function of population, technology and lifestyle. In turn, these factors depend on many social and cultural elements. For example, fertilizer use in agricultural production increasingly is dependent on resources extracted from other regions and has led to eutrophication of rivers, lakes and coastal ecosystems. Notwithstanding ecosystems' fundamental role as determinants of human health, sociocultural factors play a similarly important role. These include infrastructural assets; income and wealth distribution; technologies used; and level of knowledge. In many industrialized countries, changes in these social factors over the last few centuries have both enhanced some ecosystem services (through more productive agriculture, for instance) and improved health services and education, contributing to increases in life expectancy. **The complex multifactorial causation of states of health and disease complicates the attribution of human health impacts to ecosystem changes. A precautionary approach to ecosystem management is appropriate.**

# Frontlines

## Case Blocks